DOCUMENT RESUME

ED 252 963 EA 017 474

TITLE Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period January 1, 1983 to June 30, 1983.

INSTITUTION New Jersey State Dept. of Education, Trenton. Div. of County and Regional Services.

PUB DATE Jul 84

NOTE 40p.

PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Cost Estimates; Discipline Policy; Drug Education; Educational Environment; Elementary Secondary Education; Nontraditional Education; Prevention; Public Schools; Recordkeeping; School Districts; School Law; *School Vandalism; State Departments of Education; State Legislation; State School District Relationship; *Violence

IDENTIFIERS *New Jersey

ABSTRACT

Legislation enacted in 1978 and 1982 in New Jersey stipulated that a uniform recordkeeping system be established to gather information on reported offenses against persons, school buildings, and property. This report details the extent of violence and vandalism in the public schools of the state for the first 6 months of 1983. Of 593 districts, 516 reported having experienced incidents of violence and vandalism. The number of incidents, the number of districts reporting an occurrence in a prescribed category of offense, and the cost incurred as a result of the offense are shown in two tables. Although differences in reporting procedures existed, the data on the incidents of violence and vandalism for the first 6 months of 1980 and 1981 are compared in another table. Other tables list actions taken by districts regarding the offenses and recommendations made by districts to reduce or eliminate violence and vandalism occurrences. Conclusions and recommendations from the State Department of Education, along with current initiatives, conclude the report. The focus of the recommendations and initiatives is on the need for developing programs in schools that help develop positive personal and social behavior patterns in students. In the appendixes are the texts of the legislation requiring the monitoring of violence in the schools, definitions, report procedures, and a directory of Regional Curriculum Services Units. (MLF)

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ED252963

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period January 1, 1983 to June 30, 1983

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July, 1984

P.T.M. 400.24

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Introduction

In 1979, pursuant to the provisions of Chapter 183, Laws of 1978, (Appendix A) the Commissioner of Education directed that a procedure be implemented to monitor the incidence of violence in public schools of New Jersey. The law stipulated that a uniform recordkeeping system be established to gather information on reported offenses against persons, school buildings and property. It also required school employees who observed or had direct knowledge of an act of violence to file a report describing that incident to the school principal. Copies of the report also were to be sent to the district's central office, the county office of education and the New Jersey State Department of Education.

Chapter 183 became effective April 1, 1979 and expired June 30, 1981. The department's reporting system was implemented July 1, 1979 and remained in effect through June 30, 1981. Twelve months later, in accordance with the law, the Commissioner submitted a report to the education committees of the Senate and General Assembly detailing the extent of violence and vandalism thus reported by the public schools. The report also included recommendations to alleviate the problem.

Pursuant to new legislation enacted in 1982, the commissioner was again required to monitor the incidence of violence in the public schools. New reporting procedures were established in accordance with the requirements of Chapter 163, Laws of 1982 (Appendix B), which stipulated that any school employee observing or having direct knowledge from a participant

or victim of an act of violence shall file a report describing the incident to the school principal and forward a copy to the district superintendent. Pursuant to the law, the commissioner directed districts annually, on or before August 15, to forward a report to the county superintendent on the number of incidents of violence and vandalism which occurred in the twelve-month period beginning July 1 and ending June 30. The county superintendent was directed to compile a county report of all reported incidents and forward the county report to the Department of Education where it was to be reviewed and compiled to form the commissioner's annual report to the Education Committees of the Senate and General Assembly.

Limitations of Data

There are a number of differences in the data required and the procedures used to collect the data under the legislation of 1979 and 1982. Incidents involving drug and alcohol use and abuse were not included in the 1982 collection. Several categories, Possession of a Weapon, Damage to Property, and Trespassing which were collected separately under the 1979 procedures were eliminated and included in the Other category in 1982. As described above, the actual procedures differ markedly under the two laws. Under the 1979 law, reports of individual incidents were sent directly to the Department of Education; under the 1982 law, the incident reports were aggregated by the local school district and the 21 county offices before data were transmitted to the Department of Education. In addition to these differences, both reporting procedures have the

inherent limitations of under-reporting incidents or misinterpretation of what constitutes a reportable offense. Definitions of reportable offenses are contained in Appendix C.

It is highly probable that under-reporting occurred when a person did not think the offense was serious enough to report or did not want to become involved. Reporting of an incident also might not have occurred when it was thought to reflect badly on the school and community.

Misinterpretation of reporting requirements, as well as perception of what constitutes a reportable incident might have caused persons to exclude certain offenses. For example, an incident which may have occurred in the context of a school activity where physical activity and exuberance are seen as spirited behavior of the moment may not have been viewed as either violence or vandalism.

From experience gained in collecting the data contained in the 1982 Final Report on the Statewide Assessment of Incidents of Violence, Vandalism and Drug Abuse in the Public Schools, it was thought that a less detailed process of reporting could provide sufficient information to fulfill the legislative requirements. Also, to reduce the tendency to under-report offenses to protect the name of school or community, a degree of anonymity was provided by requiring districts to keep detailed reports only at the local district level. Reporting beyond the district level was confined to an aggregation of offenses by the district and the county superintendents. The reporting procedure is described in Appendix D.

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The Department of Education used the county aggregated report to compile this report detailing the extent of violence and vandalism in the public schools of the state. Since the current legislation requiring reports of violence and vandalism was only enacted in October 1982, this report is confined to the six-month period of January 1, 1983 to June 30, 1983.

1983 Report

Of 593 districts, 516 reported having experienced incidents of violence and vandalism of varying degree by categories defined by the Department of Education (See Appendix C). Thus, the number of incidents, the number of districts reporting an occurrence in a prescribed category of offense, and the cost incurred as a result of the offense are shown in Tables I and II. An incident is defined as an act of malicious intent to injure another individual or willfully destroy property. Minor scuffles were not to be reported unless injuries were caused by an act of real physical violence. If there was a doubt as to whether an incident was minor, districts were advised to make a report.

Keeping the differences in reporting procedures in mind, the data on the incidents of violence and vandalism for January-June 1980 and January-June 1981 have been calculated. Table III shows aggregate data for violence and vandalism by their frequency of occurrence. One should note, however, that the definitions for the 1983 data differ slightly from that of previous years. In 1983, the categories of Property Damage and Trespass were not included in the definition of vandalism. Thus, the reported data for vandalism in 1980 and 1981 may be slightly inflated

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relative to the 1983 definition. On the other hand, since these offenses frequently involved other acts of vandalism, the incident would already be reflected in the 1983 unduplicated counts. A similar line of reasoning probably holds true for the definition of violence which, in 1983, did not include the category, Possession of Weapon. Nevertheless, most of these incidents would probably be reflected in the 1983 unduplicated counts which include the categories of Assault with a Weapon and Robbery/Extortion.

Actions taken by districts regarding the offenses are listed in Table IV in order of the most frequent to least frequent action taken. Finally, recommendations made by districts to reduce or eliminate violence and vandalism occurrences are portrayed in Table V in the order of the more frequent to least frequent type of recommendation.

The department's conclusions and recommendations and current initiatives conclude the report. The focus of the recommendations and initiatives is on the need for developing programs in schools that improve the school environment in a way that provides students with constructive school experiences that are critical to the development of positive personal and social behavior patterns.

TABLE I: DISTRICT REPORTS OF VANDALISM AND ESTIMATED COST OF REPAIR OR REPLACEMENT FOR PERIOD JANAURY 1, 1983 TO JUNE 30, 1983

Type of Vandalism	Number of Districts Reporting	Estimated Cost of Repair or Replacement
Glass breakage	457	$1,154,690
Destruction of Property	320	624,155
Defacement of Property	267	395,819
Other	86	133,285
Total		$2,307,949

TABLE II: REPORTED INCIDENTS OF VIOLENCE BY DISTRICTS REPORTING AND ESTIMATED COST TO DISTRICTS FOR PERIOD JANUARY 1, 1983 TO JUNE 30, 1983

Type of Violence*	Number of Districts Reporting	Number of Incidents	Estimated Cost to District
Vandalism			
Arson	80	147	$ 168,841
Bomb Offense	48	130	3,042
Breaking and Entering	190	874	379,443
Firework Offense	61	175	141,121
Theft/Larceny	211	1,832	327,945
Subtotal		3,158	$1,020,391
Violence			
Assault with a Weapon	42	102	3,092
Assault without Weapon	141	1,453	21,588
Battery	45	354	659
Robbery/Extortion	47	252	42,042
Sex Offense	24	49	2,944
Subtotal		2,211	70,325
Unclassified	52	480	27,552
Totals		5,849	$1,118,269

*For purposes of comparison, incidents have been categorized to coincide with categories contained in the 1982 Final Report on the Statewide Assessment of Incidents of Violence, Vandalism and Drug Abuse in the Public Schools.

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TABLE III: NUMBER OF INCIDENTS OF VIOLENCE AND VANDALISM FOR THREE COMPARABLE SIX-MONTH PERIODS, JANUARY 1 TO JUNE 30, 1980, 1981 AND 1983.

Type of Incident	1980 Number of Incidents*	1981 Number of Incidents*	1983 Number of Incidents
Vandalism			
Arson			147
Bomb Offense			130
Breaking & Entering			874
Fireword Offense			175
Theft/Larceny			1,832
Subtotal	4,759	3,400	3,158
Violence			
Assault with weapons			102
Assault without weapons			1,453
Battery			354
Robbery/Extortion			253
Sex Offense			49
Subtotal	1,355	814	2,211
Unclassified	152	108	480
Grand Total	6,266	4,322	5,849

*Number of incidents for each type of offense in 1980 and 1981 are not available.

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TABLE IV: REPORTED ACTION TAKEN BY DISTRICTS IN RESPONSE TO VANDALISM AND VIOLENCE FOR PERIOD JANUARY 1, 1983 TO JUNE 30, 1983

Type of Action Taken	Number of Districts Reporting
Reported incident to civil authorities	336
Suspended or expelled student	185
Installed prevention devices	105
Assigned additional security staff	86
Requested increased surveillance	76
Required student to make restitution	75
Assessed parents for cost	46
Held parent conference	35
Appealed to student body and public	34
Filed legal charges	32
Conducted internal investigation	32
Counseled or referred student	17
Disciplined student	11
Instituted student prevention program	10
Established school grounds curfew	3
Initiated a reward program	3
Closed or sold facility	1

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TABLE V. DISTRICT RECOMMENDED ACTIONS TO REDUCE OR ELIMINATE VANDALISM AND VIOLENCE

Type of Action Recommended	Number of Districts Recommending
Provide state aid to cover cost of installation of security devices.	31
Enact legislation to make parents totally responsible for cost of offense.	21
Enact stricter legal penalties.	15
Conduct seminars on prevention measures and techniques.	15
Publicize cost of violence and vandalism.	5
Establish alternative schools or rehabilitation centers.	4
Infuse school pride and respect.	4
Charge costs to student activity fund.	1
Modify law and regulation to permit greater use of unbreakable and indestructible materials in and around schools and buses.	1
Establish a statewide contingency fund.	1
Incorporate prevention conception learning activities.	1
Expand district recreation program.	1

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CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Review of the data for the six months of 1983, as well as the previous two years provides no insight into the causation of violence and vandalism. The data merely indicate that offenses, as defined under the categories of vandalism and violence, have occurred in the school communities throughout the state.

Even when data are collected in great detail, as they were in 1979 to 1981, i.e., age of the perpetrator, the time of day or time of the year in which the act occurred, against whom the act was committed and where it took place, it tells nothing about the context in which the act took place, nor the environment in which the offense took place.

Unfortunately, the data only point to of behavior that ranges from unacceptable according to some standard in the observers' minds to criminal behavior which is well defined in law. The data only confirm that these acts take place in a specific setting of our society, the school. Yet their occurrence should not be surprising, since schools today continue to reflect the attributes of society.

We have no standard against which to measure these acts. Certainly, the fewer the number of offenses, the better we might assume the school community to be. However, we do not know from the data, thus far reported, how serious an offense was or whether the perpetrators are repeat

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offenders. Thus, if a measure of seriousness was applied, there may, in fact, be fewer incidents reported, or if there are repeat offenders, only a small segment of the school population is actually committing these offenses.

Assuming, at minimum, that the data thus contained in this report and prior reports, point to a condition in the schools of the state that there is behavior ranging from unacceptable by some standard to that which is criminal, or is near criminal in nature, the following recommendations are offered as a means of affecting the environment of schools, the context in which the reported acts take place.

While nothing in the data collected either supports or refutes causative factors for violence and vandalism, there is, perhaps, a hint of suspected causation in the modest list of recommendations submitted by districts (Table V). However, beyond these data, it has been well documented that low self-esteem is a causative factor in many types of deviant behavior for young and old alike. Thus, violence and vandalism more than likely stems from poor self-image, frustration, failure and inability to cope with one's environment. In light of these well documented causative factors, the following recommendations are offered.

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RECOMMENDATIONS

Beyond the Curriculum

The school and district are not singularly responsible for the behavior of pupils from either the perspective of causation or prevention. Other elements of the community share responsibility on both ends of the continuum from the causes of problem behavior to its prevention and cure.

School and Community Relations

The first step in any attempt to prevent or eliminate a problem is to understand the problem in its total context. The problems associated with violence, vandalism, drug and alcohol abuse are no different. Research strongly supports the need for the involvement of appropriate persons and agencies of the community in the search for and development of solutions to the problem and their attendant activities. Therefore, full participation of students, parents, teachers and school administrators is strongly recommended.

Coupled with this should be the use of the resources of other local, county and state agencies. Juvenile officers can be of invaluable assistance, as can doctors and lawyers. No individual or group who has knowledge or information which bears on the subject of violence, vandalism, drug and alcohol abuse should be overlooked in developing a community approach to the problems.

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Interagency Activities

The department strongly urges local school officials to work cooperatively with local law enforcement agencies and juvenile court authorities to develop ways and means of reducing, if not eliminating, violence and vandalism, as well as drug and alcohol abuse. Development of county-level task forces can be used successfully to deal with the problems from a broader base of knowledge, information and experience. Local districts are encouraged to contact their local and county agencies to initiate cooperative and supportive activities to deal with the problems associated with violence, vandalism, drug and alcohol abuse.

Curriculum Evaluation

A dynamic school curriculum which meets the needs of all its students in a manner that engages their interests and allows them to experience success is the bedrock of a sound educational program. While the curriculum may have been carefully and thoughtfully developed by teachers and administrators, in consultation with parents, many times it falls short of meeting the needs of the very people it is designed to serve, the student.

Therefore, periodic assessment and evaluation must be conducted taking into consideration the context of the community and school. The curriculum must address student needs in terms of the community as well as world and national needs. Failure in the classroom and frustration in not being able to cope with school requirements can be a leading

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causative factor of delinquent behavior. A review of all aspects of the curriculum is essential in dealing with delinquent behavior in the school environment.

If violence and vandalism, and the use of drugs and alcohol are seen as problems in the community and school, then sufficient time must be allocated in the curriculum to instruction of pupils in how to cope with these types of behavior. Health, science, driver education, physical education, home economics and the social sciences are areas of the curriculum that can be used to address these problems.

While the identified needs of the curriculum must be dealt with in terms of the individual school, the solution may be found in schools outside the district. Every attempt must be made to identify schools and districts that have successfully addressed the problems of violence, vandalism, drug and alcohol abuse to learn of more effective ways to improve the curriculum and learning environment. The department's Regional Curriculum Services Units (Appendix E) now provide some of the best resources for identifying successful school programs.

Orientation programs that inform staff and parents about the problems of violence, vandalism, and drug and alcohol abuse should also present positive information on how the school's curriculum can be adapted to bring about improvement in behavior. The more informed the school community is about school problems and the steps the school or district is taking to eliminate them, the better is the total learning environment and the greater is the probability of success.

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Alternative Programs

The inability of some pupils to cope with the curriculum can lead to frustration and disruptive behavior that manifests itself in acts of violence and vandalism, and the use of drugs and alcohol. The acts themselves, however improper, may in reality be a means of asking for a change in the school environment and curriculum as presented.

Alternative education programs are a means many districts have successfully used to meet the needs of pupils who feel frustrated by the regular school program or who feel they lack the ability to successfully cope with the curriculum. Neither of the conditions occurs suddenly. They undoubtedly emerge over a period of time through repeated negative experiences with the school environment.

The Regional Curriculum Services Units (Appendix E) can help identify alternative programs. The State Board of Education has recently announced efforts to assist urban schools through a series of curriculum initiatives to be launched in cooperation with the RCSUs. These initiatives are described more fully in the section below on department initiatives.

Co-Curricular Activities

No discussion on the development of self-esteem through curricular activities can ignore the need for co-curricular and extra curricular activities. Such activities often speak directly to those attributes of

the individual pupil that may not be addressed elsewhere in the school program. These activities can contribute greatly to the pupil's development of self-worth.

Opportunities for acceptance and recognition many times can be found by pupils through participation in co-curricular and extra curricular activities. Curriculum needs assessment and evaluations should be broadly conceived to address co-curricular and extra curricular activities of the school program.

District Discipline Policy

While discipline may seem contrary to the notion of developing self-esteem and self-worth, it is nonetheless necessary and essential to the development of a good self-image by pupils. It is essential from the perspective of the individual pupil to recognize that his or her behavior contributes to the total safety and well being of the entire school.

It is recommended, therefore, that district boards of education develop discipline policies that, on the one hand, protect students and teachers from disruptive behavior by the judicious use of appropriate punitive measures, and yet, on the other hand, promote pride and respect for one another and one another's property. A discipline policy must hold students accountable, but it must not be oppressive to the extent it constrains and unfairly punishes them. A good discipline policy contributes to positive feelings of self-worth and a high state of school morale.

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Student Rights and Responsibilities

Closely associated with a good discipline policy is the need for a well defined written policy on student rights and responsibilities. It is recommended that any such policy be developed using the broadest possible base of participants, including students, parents, teachers and administrators.

The department is developing two initiatives which address the issues raised earlier. Their descriptions follow:

ISSUE: DEVELOPING SOUND DISCIPLINARY PRACTICES, POLICIES, AND EDUCATIONAL ALTERNATIVES FOR DISRUPTIVE STUDENTS.

Background

Disruption in the schools is a serious concern of educators, students, and the public in New Jersey and throughout the nation. The annual Gallup Poll of the Public's Attitude Toward Public Schools (Phi Delta Kappan magazine) has shown that discipline is perceived by the public as one of the most important problems facing public schools. Therefore, models for alternative education programs for disruptive students will be identified and pilot programs will be implemented in districts with significant numbers of disruptive youth. Research findings provide strong indicators that changes in the school organizational structure reduce the incidence of violence and vandalism and that alternative

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programs can effectively address the problems of disruptive youth. (Violent Schools - Safe Schools: The Safe School Study Report to the Congress of the United States, U.S. Department of Health, Education and Welfare, 1978.) In 1980, the State Board of Education adopted a resolution that encourages each district board of education without a written disciplinary policy to develop one, including a code of conduct for students.

Objectives:

1. To reduce the number of delinquent acts committed in participating schools by 20 percent after one full year of implementing pilot programs for disruptive pupils, as compared with the pre-program year.

2. To reduce the number of suspensions and expulsions in participating schools by 20 percent after one full year of implementing pilot programs for disruptive pupils, as compared with the pre-program year.

Activities:

During 1984-85, school districts will receive training and assistance through the Regional Curriculum Service Units (RCSUs) in issues related to classroom discipline and school management. These school and classroom management strategies are intended to help principals and teachers recognize adult behaviors that contribute to appropriate student behavior in the classroom. All school districts will be provided with a resource

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guide that includes models for developing sound disciplinary practices, policies, and successful educational alternatives for disruptive youth.

School staff will receive assistance from RCSU and county office staff in identifying and implementing alternative programs appropriate to their needs. With department assistance, five schools will implement alternative education programs for disruptive youth each year between 1984-85 and 1986-87. They will receive assistance from department staff in improving their policies and practices, communicating this information to students and parents, and ensuring that students' rights and responsibilities are clear and that due process procedures are followed.

ISSUE: ESTABLISHING AND CONTINUING PROGRAMS FOR PREVENTION AND TREATMENT OF DRUG AND ALCOHOL ABUSE IN THE SCHOOLS.

Background

The use of drugs and alcohol by students is a serious problem which has affected academic performance and behavior. The problem of substance abuse is not only increasing but it is extending down to younger age groups. Findings from a 1981 Department of Law and Public Safety survey of New Jersey high school students portray the seriousness of this problem:

- 91.2 percent of the students surveyed reported alcohol use at some time (87.6 percent reported use in the previous year, and 70 percent reported use in the previous month);

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- 67.3 percent of the students surveyed reported illicit drug use at some time in their lives;

- 30.6 percent of all students surveyed reported using drugs at least once during school hours, while 16.5 percent reported using a alcohol at least once during school hours; and

- Marijuana was the illicit drug used most often, with 61.4 percent of the students surveyed reported use at some time (51.8 percent in the previous year, and 36.1 percent in the previous month).

Objective:

To reduce the number of incidents of student anti-social behavior due to psycho-active substances by 25 percent after one full year of implementing new policies, procedures, and programs as compared with the pre-program year.

Activities

The Department of Education will make already existing information available to schools and will provide support for district development of policies and procedures in the area of substance abuse prevention, intervention and treatment. By June 1986, the department expects that at least fifteen districts will have implemented new policies, procedures, and programs designed to address the problem of student substance abuse.

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Toward this end, a planning committee of the Department of Education and the Department of Health is providing several resources: (1) a publication, Program Models for the Prevention, Intervention and Treatment of Student Substance Abuse which identifies substance abuse programs that have proven effective elsewhere. These model programs will be disturbed to all county offices and will be shared with districts through the RCSUs. 2) regional substance abuse planning forums to make districts more aware of issues arising from the problem of student substance abuse and resources to meet these issues, 3) pilot project training through RCSUs that will provide district leadership teams with indepth information and techniques for dealing with substance abuse problems in their districts, and 4) the development of a desk reference manual to serve as a planning guide and resource directory for educators who are developing substance abuse-related policies, procedures, and programs.

Reducing dysfunctional behavior related to substance abuse is an expected result of district implementation of its policies, procedures and program. The strategies actually implemented will vary from district to district. However, once implementation is verified through a standardized measure (Level of Use Scale), measuring changes in student behavior can begin.

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Epilogue

During the preparation of this report the Assembly Oversight Committee of the New Jersey Legislature convened a hearing to review the department's procedure for monitoring the incidence of violence and vandalism in the public schools. As a result of this hearing, an ad hoc committee comprised of representatives of the state educational community was formed under the direction of Dr. Walter J. McCarroll, Assistant Commissioner, Division of County and Regional Services, to examine the concerns expressed by the Assembly Oversight Committee. The findings of the ad hoc committee regarding the concerns are as follows and will be implemented effective July 1, 1984 for the 1984-85 school year.

Concern #1: Incidents of drug alcohol abuse should be reported.

Response: Individual incidents of drug and alcohol use, possession or sale will be reported on the prescribed forms.

Concern #2: A uniform report form should be established.

Response: The committee has developed a standardized report form and procedure to be used in all public school districts. Terminology of offenses has been standardized in a list of definitions printed on the form.

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Concern #3: School employees, rather than the principal, should fill out and file the initial report form.

Response: School employees will complete the report form describing the specific incident. The building principal shall review, validate and forward copies of the report to the staff member filing the original report and to the district superintendent.

Concern #4: A copy of the report should be maintained by the employee and a copy should be forwarded to the Commissioner's Office.

Response: A copy of the report shall be given to the employee by the building principal. The form shall not be forwarded to the Commissioner's Office directly, but shall be kept on file in the local school district. These forms will be available for review by the county superintendent during the school district monitoring procedure, or at any other time deemed appropriate. Annually, on or before August 15, the local superintendent shall file a report, on a form provided by the Department of Education, on the incidence of violence, vandalism, drug and alcohol abuse in the district for the preceding school year.

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Concern #5: A list of categories of reportable offenses, with detailed descriptions, should be developed.

Response: Categories of reportable offenses and other terms will be defined in a glossary provided to each school district.

Concern #6: A list of suggested follow-up actions for principals should be developed.

Response: The department will recommend that local districts develop policies that address violence, vandalism, and drug and alcohol use. These recommendations shall include the establishing of procedures that deal with the reporting of offenses to local authorities, as well as other relationships between the school officials and local municipal and law enforcement officials. Currently, the department is coordinating the publication of a desk reference manual for school administrators regarding procedures to deal with drug and alcohol abuse by students.

Concern #7: A periodic assessment of the viability and value of the reporting system shall be made.

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Response: The reporting system shall be evaluated every three years by a committee to be appointed by the Department of Education and representatives of the major educational groups in the state.

APPENDIX A

CHAPTER 183, LAWS OF 1978

(Assembly Bill No. 1564, 1978, approved January 3, 1979)

An Act concerning education, requiring the commissioner to monitor the incidence of violence in the public schools and supplementing Title 18A of the New Jersey Statutes.

Be it enacted by the Senate and General Assembly of the State of New Jersey:

1. The Commissioner of Education shall establish standards and promulgate rules and regulations to monitor the incidence of violence in the public schools of New Jersey and shall establish a uniform recordkeeping system for the purpose of gathering information pertaining to offenses against persons and destruction of school buildings or property.

2. Any school employee observing or having direct knowledge from a participant or victim of an act of violence shall, in accordance with standards established by the commissioner, file a report describing the incident to the school principal in a manner prescribed by the commissioner, and copy of same shall be forwarded to the county office of education.

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The principal shall notify the county office of education of the action taken regarding the incident.

3. This act shall take effect immediately and shall remain in effect until June 30, 1981, at which time the commissioner shall submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence and vandalism in the public schools and making recommendations to alleviate the problem.

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APPENDIX B

CHAPTER 163, LAWS OF 1982

(Assembly bill No. 654, 1982, approved October 28, 1982)

An Act concerning education, requiring the commissioner to monitor the incidence of violence in the public schools, supplementing Title 18A of the New Jersey Statutes and repealing P.L. 1978, c. 183 (C. 18A:4-29.1 et seq.)

Be it enacted by the Senate and General Assembly of the State of New Jersey:

1. Any school employee observing or having direct knowledge from a participant or victim of an act of violence shall, in accordance with standards established by the commissioner, file a report describing the incident to the school principal in a manner prescribed by the commissioner, and copy of same shall be forwarded to the district superintendent.

The principal shall notify the district superintendent of schools of the action taken regarding the incident. Annually, at a public meeting, the superintendent of schools shall report to the board of education all acts of violence and vandalism.

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2. It shall be unlawful for any board of education to discharge or in any manner discriminate against a school employee as to his employment because the employee had filed a report pursuant to section 1. of this act. Any employee discriminated against shall be restored to his employment and shall be compensated by the board of education for any loss of wages arising out of the discrimination; provided, however, if the employee shall cease to be qualified to perform the duties of his employment he shall not be entitled to restoration and compensation.

3. The Commissioner of Education shall each year submit a report of the Education Committees of the Senate and General Assembly detailing the extent of violence and vandalism in the public schools and making recommendations to alleviate the problem.

4. P.L. 1978, c. 1983 (C. 18A:4-29.1 et seq.) is repealed.

5. This act shall take effect immediately.

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APPENDIX C

DEFINITIONS

ARSON Setting fire to personal or real property.

ASSAULT Any placing of another in fear by threat of physical violence or physical violence itself.

ASSAULT WITH A WEAPON An attempt to physical attack or hurt an individual by employing a weapon, i.e., gun, knife, etc.

ATTEMPTED An effort or endeavor to accomplish a crime amounting to more than a mere preparation or planning for it.

BATTERY An unlawful beating or other wrongful physical violence or constraint inflicted on a person(s) without his/her consent.

BOMB OFFENSE Use of an explosive device, generally electrically fused or self-fusing. Most commonly, greater in size than a "firework" (see definition), and usually encased in a wax substance, fabric or metal cannister or container. Also a combination of two or more fireworks detonated simultaneously and equaling or exceeding the explosive power of one-eighth of a stick of dynamite, i.e., two M-80's, four Cherry Bombs, etc.

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BREAKING AND ENTERING Deliberately removing an obstacle to an entrance followed by entry to a structure controlled/owned by another.

COMMITTED To perpetrate as a crime; to perform as an act.

FIREWORKS A self-fusing explosive device, no greater in size than two inches and commercially sold as a "firework."

PROPERTY DAMAGE The wanton, deliberated and/or malicious destruction or defacement of school property, rendering it inoperable, unusable, or seriously unsightly, thereby causing an economic loss to the school district.

ROBBERY/EXTORTION The act of taking another's property, in his/her presence, and by the use of violence or threats.

SCHOOL PROPERTY Any facilities, materials or grounds owned or leased for use by the school district.

SEX OFFENSE Subjecting another to sexual contact or exposure without consent.

THEFT/LARCENY The unlawful taking of another's property without his/her consent.

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APPENDIX D

PROCEDURES

1. An Annual District Report of Violence and Vandalism signed by the chief school administrator of the district shall be forwarded to the Office of the County Superintendent of Schools on the form provided on or before August 15. If no incidents were reported, then an annual form appropriately checked and signed by the chief school administrator shall be forwarded.

2. The annual report shall cover the school year beginning July 1 and ending June 30 except for the first year of the report which shall cover the period beginning January 1, 1983 and ending June 30, 1983.

3. The data reported to the county superintendent shall be an aggregate of the incidences reported by the chief school administrator to the local board of education.

4. The district may use the form provided by the Department of Education for internal reporting of an incident of violence and/or vandalism in the district to the chief school administrator; or

5. The district may use a form of its own design that is reviewed and approved by the county superintendent of schools to assure that the data collected will meet the requirements for the annual report.

APPENDIX E

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Directory of Regional Curriculum Services Unit

RCSU-North: 15 South Munn Avenue
East Orange, New Jersey 07018
(201) 672-3036
Director: Joel Bloom

Region served: Counties of Bergen, Essex, Hudson, Morris, Passaic, Sussex and Warren

Regional Coordinating County Superintendent:
Elena Scambio, County Superintendent
Essex County
(201) 673-3900

RCSU-Central: 75 Racetrack Road
East Brunswick, New Jersey 08816
(201) 390-6030
Director: Elliot Solomon

Region served: Counties of Hunterdon, Mercer, Middlesex, Monmouth, Ocean, Somerset and Union

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Regional Coordinating County Superintendent:

Virginia Brinson, County Superintendent

Middlesex County

(201) 390-6000

RCSU-South: Tanyard and Salina Roads

Sewell, New Jersey 08080

(609) 468-6500

Director: Paul Winkler

Region served: Counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester and Salem

Regional Coordinating County Superintendent:

Peter Contini, County Superintendent

Gloucester County

(609) 468-6500

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